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ABSTRACT

Perceptions of supervising and student teachers of certain supervisory behaviors were investigated. The Supervising Teacher Behavior Description Questionnaire (STBDQ) was developed to obtain data about perceptions of supervision as: pleasant/unpleasant, satisfying/dissatisfying, and motivating/nonmotivating. The STBDQ was correlated with the California F Scale to determine if there were significant differences in the preferences of 266 supervising and student teachers for directive, collaborative, or nondirective supervisory behaviors and the relationship of these preferences to the California F Scale score. Comparisons were also made between responses from elementary and secondary school supervising teachers. An analysis of the findings indicated that preferences for the directive dimension of the STBDQ were relatively unrelated to levels of authoritarianism as measured by the California F Scale. This conclusion appears to suggest that authoritarianism is relatively unrelated to preferences for, or perceptions of, supervisory direction as measured by these instruments. Statistical tables present data obtained from both instruments and comparative relationships of scores. (JD)

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THE BEHAVIORS OF SUPERVISING TEACHERS AS SELF-PERCEIVED AND AS PERCEIVED BY STUDENT TEACHERS

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Purpose of the Study

The purpose of this study was to investigate the perceptions of supervising and student teachers of certain supervisory behaviors.

Introduction and Background

This study was one of a series of studies of supervisory behavior done at Mississippi State University by Walter E. Sistrunk and his associates since 1981. Sistrunk developed the Supervisory Behavior Description Questionnaire (Forms 1 and 2) in 1981 and normed each of these instruments. Form 1 of the SBDQ is an ordinal type instrument which yields: a total score, three dimensional scores (directive, collaborative, and nondirective) and eight subscale scores. Each subscale represents a general task area of supervision. Form 2 of the SBDQ yields all the same kinds of scores as Form 1; but, it is a semantic differential. Thus, it also yields data about respondents' perceptions of supervision as: pleasant/unpleasant, satisfying/dissatisfying, and motivating/nonmotivating. The two forms of the SBDQ correlate with each other at the .99 level. Form 1 has been used by more researchers than Form 2 because it is easier to work with and because it takes less time to complete and to score. The SBDQ has been correlated with the California F Scale and the Tennessee Self-Concept Scale by Walter Sistrunk. Patricia Sistrunk correlated Form 1 with the Purdue Teacher Opinionnaire. Blackbourn correlated Subscale 8 of Form 2 with a Pos.-Evaluative Conference Scale. Njeri Ngugi used Form 1 of the SBDQ in her study of secondary personnel. A number of other research studies have been done using the SBDQ.

A decision was made in 1983 to adapt certain items of the SBDQ for use with supervising and student teachers. Walter Sistrunk and James R. Thomson, Jr.

adapted 54 items of Form 2 for this purpose. The resulting instrument was called the Supervising Teacher Behavior Description Questionnaire (STBDQ), Form 2.

The STBDQ, Form 2

The STBDQ, Form 2 is composed of 54 discrete items. Each item is subjected to a choice of one each from three pairs of adjective descriptors. The instrument yields: (1) a total score; (2) three dimensional scores; (3) three subscale scores; and (4) three dimensional scores within each subscale. Sistrunk and Thomson administered the instrument to 227 supervising and student teachers in 1983. The results were reported at Mid-South in Nashville, last November. The STBDQ dimensions are: (1) Directive, (2) Collaborative, and (3) Nondirective. The STBDQ subscales are: (1) Instructional Planning (IP); (2) Instructional Management (IM); and (3) Instructional Evaluation (IE). Items 1, 2, 3, 4, 5, 6, 13, 14, 15, 22, 23, 24, 37, 38, 39, 52, and 54 comprise Subscale 1 - IP. Items 7, 8, 9, 10, 11, 12, 16, 17, 18, 19, 20, 21, 31, 32, 33, 46, 47, and 48 comprise Subscale 2 - IM. Items 25, 26, 27, 28, 29, 30, 35, 36, 37, 40, 41, 42, 43, 44, 45, 49, 50, and 51 comprise Subscale 3 - IE.

The STBDQ is a semantic differential similar to Form 2 of the SBDQ from which it was derived. The validity of both forms of the SBDQ has been firmly established and reported in earlier years at MSERA and NCPEA conferences. These data are available from our office or ERIC. Norming of the STBDQ yielded the alpha coefficients shown in Table 1. Examination of these data indicate a high level of reliability of the instrument and of its dimensions and subscales. Some of the dimensions within the subscales are slightly lower but they are still quite satisfactory.

TABLE 1

ALPHA COEFFICIENTS OF THE STBDQ, FORM 2

Scale	Alpha
Directive Dimension	.97
Collaborative Dimension	.95
Nondirective Dimension	.95
Subscale 1 - IP	.88
Subscale 2 - IM	.94
Subscale 3 - IE	.93
IP - Directive	.84
IP - Collaborative	.76
IP - Nondirective	.89
IM - Directive	.88
IM - Collaborative	.79
IM - Nondirective	.89
IE - Directive	.85
IE - Collaborative	.80
IE - Nondirective	.91
Total STBDQ, Form 2	.97

The Problem

The problem was to determine if there were significant differences in the preferences of supervising and student teachers for directive, collaborative, or nondirective supervisory behaviors and the relationship of these preferences to California F Scale score. Answers were sought to the following:

1. Were there significant differences in the preferences of supervising teachers and student teachers for directive, collaborative, or nondirective supervisory behaviors?

2. Were there significant relationships between respondents' preferences for direction, collaboration, and nondirection and California F Scale scores?

3. Were there significant differences in the preferences for supervisory behaviors of supervising and student teachers when their level of assignment was considered?

4. Were there significant differences in supervising and student teachers' preferences for supervisory behaviors on any of the dimensions, the subscales, or the dimensions within the subscales.

Procedures

The STBDQ and the California F Scale were administered to a total population of 266 supervising teachers and student teachers during the 1983-84 school term. Table 2 depicts the population studied.

TABLE 2

RESPONDENTS TO THE STBDQ

Respondents	Number
Supervising Teachers	126
Secondary Supervising Teachers	73
Elementary Supervising Teachers	53
Student Teachers	140
Secondary Student Teachers	80
Elementary Student Teachers	60
Total Respondents	266

Findings

There was no significant difference in respondents' preferences for directive supervisory behavior. Student teachers reported a significantly greater preference for both collaborative and nondirective supervisory behaviors than did supervising teachers when the total STBDQ scores were considered. Comparison of the preferences of elementary and secondary supervising teachers revealed no significant differences on any of the dimensions of the STBDQ. Comparison of the preferences of elementary and secondary student teachers revealed no significant differences on any of the dimensions of the STBDQ.

There was a significantly higher relationship between student teachers preferences for directive supervisory behavior and California F Scale scores than there was for supervising teachers. Examination of the data revealed significantly higher relationships between the preferences of supervising teachers for both collaborative and nondirective supervisory behavior and their California F Scale scores than there were for student teachers.

Elementary supervising teachers' responses revealed a significantly higher relationship between their preferences for collaborative supervisory behaviors and their California F Scale scores than those of secondary supervising teachers. There were no significant differences on either the Directive or Nondirective dimensions.

Comparison of STBDQ scores and California F Scale scores revealed a higher relationship between the Directive dimension and California F Scale scores of secondary student teachers than those of elementary student teachers. The reverse was true of the Collaborative dimension.

Student teachers revealed a stronger relationship between the Directive dimension within the Instructional Planning subscale for student teachers and a stronger relationship between the Nondirective dimension within the Instructional Planning subscale for supervising teachers. There was also a stronger relationship between Instructional Evaluation within the Collaborative dimension for supervising teachers. Consideration of other dimensional scores within the subscale scores were not significant.

When the relationships between elementary and secondary respondents' dimensional scores within the subscale scores and their California F Scale scores were compared, it was found that a stronger relationship existed for secondary respondents than for elementary on the Collaborative dimension within the Instructional Management subscale. Conversely, a stronger relationship was found for elementary respondents on the Nondirective dimension within the Instructional Management subscale and on the Collaborative dimension within the Instructional Evaluation subscale.

Conclusions

It seems fair to conclude from the findings of this study that preferences for the Directive dimension of the STBDQ are relatively unrelated to levels of

authoritarianism as measured by the F Scale. This conclusion agrees with studies which used the SBDQ. This seems to suggest that authoritarianism is relatively unrelated to preferences for or perceptions of supervisory direction as measured by these instruments.

There appears to be strong congruence between the preferences of student teachers and those of supervising teachers for supervisory direction. Student teachers revealed a stronger preference for collaboration and nondirection. Elementary and secondary personnel reported similar preferences. Secondary student teachers were more tolerant of both collaboration and nondirection on some of the subscales than elementary student teachers. This conclusion also confirmed conclusions reached in other studies using the SBDQ.

APPENDIX A

Statistical Tables

TABLE 1

THE PREFERENCES OF SUPERVISING AND STUDENT TEACHERS FOR DIRECTIVE, COLLABORATIVE, OR NONDIRECTIVE SUPERVISORY BEHAVIORS

STBDQ Dimensions	Supervising Teachers			Student Teachers			F
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	
Directive	126	82.39	13.40	140	80.29	11.31	1.91
Collaborative	126	98.86	7.08	140	101.24	5.82	9.03*
Nondirective	126	81.38	14.47	140	86.60	12.50	9.94*

* Significant at .05 level.

TABLE 2

COMPARISON OF THE PREFERENCES OF ELEMENTARY AND SECONDARY SUPERVISING TEACHERS FOR DIRECTIVE, COLLABORATIVE, OR NONDIRECTIVE SUPERVISORY BEHAVIORS

Dimensions	Elementary Supervising Teachers			Secondary Supervising Teachers			F
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	
Directive	53	80.62	13.78	73	80.77	13.00	2.57
Collaborative	53	98.94	6.56	73	98.79	7.48	.01
Nondirective	53	82.83	14.18	73	80.33	14.60	.92

TABLE 3

COMPARISON OF THE PREFERENCES OF ELEMENTARY AND SECONDARY STUDENT TEACHERS FOR DIRECTIVE, COLLABORATIVE, OR NONDIRECTIVE SUPERVISORY BEHAVIORS

Dimensions	Elementary Student Teachers			Secondary Student Teachers			F
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	
Directive	61	81.23	11.69	79	79.57	11.03	.74
Collaborative	61	102.08	4.99	79	100.58	6.34	2.31
Nondirective	61	85.70	14.72	79	87.29	10.51	.55

TABLE 4

COMPARISON OF THE RELATIONSHIPS OF STBDQ DIMENSIONAL SCORES AND CALIFORNIA F SCALE SCORES OF SUPERVISING AND STUDENT TEACHERS

STBDQ Dimensional Scores	Supervising Teachers r	Student Teachers r
Directive	.06	.14*
Collaborative	-.19*	.00
Nondirective	.16*	-.01

* Significant at .05 level.

TABLE 5

COMPARISON OF THE RELATIONSHIPS OF STBDQ SCORES TO CALIFORNIA F SCALE SCORES OF ELEMENTARY AND SECONDARY SUPERVISING TEACHERS

STBDQ Dimensional Scores	Elementary Supervising Teachers r	Secondary Supervising Teachers r
Directive	.05	.08
Collaborative	-.27*	-.14
Nondirective	.18	.14

* Significant at .05 level.

TABLE 6

COMPARISON OF THE RELATIONSHIPS OF STBDQ SCORES TO CALIFORNIA F SCALE SCORES OF ELEMENTARY AND SECONDARY STUDENT TEACHERS

Dimensional Scores	Elementary Student Teachers r	Secondary Student Teachers r
Directive	-.01	.29*
Collaborative	-.21*	.15
Nondirective	.01	-.06

* Significant at .05 level.

TABLE 7

COMPARISON OF THE RELATIONSHIPS BETWEEN DIMENSIONAL AND SUBSCALE STBDQ SCORES AND CALIFORNIA F SCALE SCORES OF SUPERVISING TEACHERS AND STUDENT TEACHERS

Subscale Scores	Dimensional Scores	Student Teachers r	Supervising Teachers r
Instructional Planning IP	Directive	.16*	.04
Instructional Planning IP	Collaborative	-.01	-.11
Instructional Planning IP	Nondirective	.04	.15*
Management IM	Directive	.13	.02
Management IM	Collaborative	.02	-.19
Management IM	Nondirective	.02	.19
Evaluation IE	Directive	.10	.13
Evaluation IE	Collaborative	-.02	-.15*
Evaluation IE	Nondirective	-.01	.08

* Significant at .05 level

TABLE 8

COMPARISON OF THE RELATIONSHIPS BETWEEN ELEMENTARY AND SECONDARY STUDENT TEACHERS' AND SUPERVISING TEACHERS' STBDQ SCORES AND CALIFORNIA F SCALE SCORES

Subscale Scores	Elementary r	Secondary r
IP Directive	.05	.10
IP Collaborative	-.20	-.05
IP Nondirective	.16	.18
IM Directive	.11	-.04
IM Collaborative	-.10	-.24*
IM Nondirective	.28*	.13
IE Directive	.07	.17
IE Collaborative	-.31*	-.06
IE Nondirective	.03	.12

*Significant at .05 level.

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